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ABSTRACT

The Minneapolis public school system is philosophically committed to providing for and encouraging the development of individual differences found in the highly diverse population the schools serve. A demonstration program offering a number of educational options to the heterogeneous population of the small geographically unified area of Southeast Minneapolis is described. Program options at the elementary level are a contemporary school, continuous progress primary and intermediate schools, an open school, and a free school. At the secondary level, the free school program option is available as well as the Marshall-University array of courses and activities. Each student, with his parents' consent, can design his educational program under the quarter system with many of the courses and activities being located at community learning sites. A procedure to transfer their children to other Minneapolis public schools is available to those parents who feel that none of these alternatives is satisfactory. A detailed program budget is included. (Author/MLF)

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SOUTHEAST ALTERNATIVES

Experimental Schools Program

EA 004 067

Minneapolis Public Schools
May 1971

An Equal Opportunity Employer

MINNEAPOLIS PUBLIC SCHOOLS
Minneapolis, Minnesota

Minneapolis Board of Education

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Overview: A Belief in Choice in Public Education

For city planning purposes Minneapolis is frequently divided into ten communities. The communities are distinguished from one another on socio-economic bases and in some cases by physical barriers such as freeways. It is relatively easy to characterize most of these communities. Some are middle class; some are blue collar ethnic enclaves; others are home to the poor and the Black. Some are stable; others are transient.

One of these ten communities, however, defies easy description. It is in this area--the Southeast community--that the Minneapolis Public Schools will establish a demonstration program by offering a number of educational options to the heterogeneous population living there. Bounded by the Mississippi River, railroads, and freeways, Southeast is home to a bewildering amalgamation of factories, railroad yards, flour mills, residential neighborhoods, shopping areas, and the main campus of the University of Minnesota. People living in Southeast represent many life styles, from radical students to more conservative residents, from the unskilled and unemployed to the tenured professor, from the "first families" of Minneapolis to the latest arrivals of a growing transient population. Within Southeast's population of 30,000 there is a considerable range of income: 35.1% of the families earn less than $4,000 annually according to the 1960 census, but 15.6% earn more than $10,000 per year. Impressive private homes stand a block away from housing projects. Of the 2,480 students enrolled in Southeast's public schools, 10.5% belong to minority groups (compared to 13% minority students in the city as a whole).

The Southeast area is a microcosm of the city. The differences in attitudes, judgements, tastes, preferences, and life styles that one would expect to find in a large city also exist in the small geographically unified area of Southeast Minneapolis. Understandably in such a community, there are differences of opinion

about the direction and pace of change in public schools. Some citizens are skeptical of changes which allow a child to pursue his "formal" education outside of the classroom. Other citizens wonder if their children will learn anything worthwhile from a traditional education program.

No group can claim to speak with absolute authority. Facts, opinions, and experiences support many educational positions. No one really knows if children learn more in schools as they are now, or in schools as reformers would like them to be. No one really knows if children are happier in "free" schools. Few free or open schools have served the general population or even an elite population for a long period of time.

Rather, people who disagree about schools reflect what educators have known for a long time but have failed to act upon--that learning is a highly personal, individual activity. The process of learning and that which is learned varies with an individual's background, interest, ability, personality, values and personal goals. Research has confirmed what teachers and parents have always suspected--that learning styles are vastly different.

The Minneapolis Public School system is philosophically committed to providing for and encouraging the development of individual differences found in the highly diverse population the schools serve. The overall design and goals of this program reflect the feeling that the Minneapolis Public Schools must be even more responsive to the individuals served and must do more to stimulate individual growth and fulfillment. Certainly schools will continue to be concerned with the responsibility of passing on specific skills, intellectual disciplines, and bodies of knowledge. Providing a curriculum which helps children master basic skills will continue to be a goal of the school system and of this program. But today, skills and bodies of knowledge become rapidly obsolete, intellectual disciplines themselves are changing, future work skills can hardly be imagined,

leisure time is increasing, value systems are being challenged, and choices of living styles are multiplying. In such an age the role of schools in promoting individual growth and fulfillment and an individual's ability to continue learning, takes on great importance. Based on these beliefs, the students, parents, and faculty involved in planning this program submit that its main purpose is to offer educational options within the public school setting, which support individual differences for all involved in the educational process. The heterogeneity of the Southeast Minneapolis community makes it an ideal environment in which to demonstrate that public schools can successfully offer significant choices.

Choice making by students, teachers and parents will become the basic way of school life for all members of the Southeast Alternatives program within the public school sector. This liberating feeling will find expression in the multiple instructional patterns offered, in the diversity of curriculum materials available, in the recasting of the teaching role so that persons of all ages can be learners and teachers and, finally, in the essential expression of a deep belief in the ability of people - student, faculty and parents - to make their own educational decisions and to have those decisions respected by others in the school community. Faculty members will have opportunities to participate in various program options and in the teaching of particular courses and activities within program options. For students a major goal of the program is to encourage their personal growth and development of positive self-concept by allowing them more self-determination and by giving them skills and guidance they need to handle the increased responsibility. Parents will have the responsibility of selecting among the major program options available beginning in September, 1971. The five major program options will be:

At the elementary level -

1. The Contemporary School at Tuttle which incorporates promising practices but does not deviate greatly from the present teacher-directed, structured curriculum and school organization by grade levels.
2. The Continuous Progress Primary at Pratt and the Continuous Progress Intermediate at Motley in which each child advances at his own pace without regard to grade level.
3. The Open School at Marcy where there is a flexible curriculum, schedule, and age grouping and where affective learning is emphasized.
4. The Free School (K-12) will have the curriculum that those who teach and learn wish to develop and experience.

At the secondary level the Free School program option is available as well as the flexible Marshall-University array of courses and activities in which each individual student with his parent's consent will design his educational program under the quarter system with many of the courses and activities being located at community learning sites. Students will participate in small counseling groups and can take single subject discipline, interdisciplinary or individual directed study courses.

For parents of youth in public schools in the Southeast community who strongly feel that no Southeast alternatives program or course of study is at all satisfactory, a procedure is available for those parents to seek the transfer of their children to other Minneapolis public schools and thus not participate in this federally supported educational venture.

The Contemporary School

The Contemporary School option will incorporate a variety of promising practices without major deviation from the existing Minneapolis School organization. The option is based on the view that many children learn effectively and feel comfortable in one classroom with children of their own age and with one teacher who determines the instructional program and procedures.

The Contemporary School will incorporate the curriculum traditionally taught in elementary schools--i.e. reading, writing, arithmetic, language arts, social studies, health, music, art, and physical education. Learning activities will follow guidelines established by the Elementary School Assembly, the curriculum planning body for the elementary schools in Minneapolis. Generally, blocks of time will be alloted each day for each subject.

Among the significant curricular innovations available in the Contemporary School will be the Pyramid Reading program. The reading program includes:

1) the presentation of important reading skills in sequence;
2) a rich and organized continuum of multi-sensory strategies and materials designed to facilitate the learning of each specific skill taught;
3) intensive inservice training for teachers in teaching reading and in using and developing supplementary materials;
4) Instructional Materials Center--a materials production center which produces materials such as booklets, games, cassette tapes, worksheets, etc. to reinforce specific skills and vocabulary taught in a basic reading series; and,
5) methods for initial and continuous diagnosis of each student's most critical reading need.

Several other promising curricular practices will be incorporated into the Contemporary School option including:

1) cassette tapes for children who have difficulty reading in subjects such as science and social studies;
2) career development curriculum effort;
3) environmental education materials planned jointly by science and social studies consultants.

A teacher in the Contemporary School will have responsibility for analyzing the instructional needs of students in her class and for prescribing educational activities to meet students' needs. Although general curriculum guidelines are set by the school system, each teacher will decide on type of presentations and pace of lessons appropriate for needs and interests of her class. Teachers will also be required to make judgements about the best way to group children for basic skills instruction. Teachers will also be responsible for evaluating each child's academic and social progress, for issuing periodic report cards to parents, and for deciding whether or not to promote the child to the next grade level. Aides and specialist teachers in music, art, and physical education will assist the classroom teacher.

Children in grades K-3 in the Contemporary School will spend most of the day with one teacher, in one classroom, with children their own age. They will work, for the most part, on activities or lessons assigned by the teachers.

Children in grades 4-6 will also be assigned to a homeroom teacher according to chronological age. They will spend the morning studying basic skills of reading and math under a teacher's direction. In the afternoon, children in upper elementary grades may work in large groups, in small groups, with one other student, or by themselves, depending on their assignment or on their own preferences and interests. Children from different homerooms and different grades

may occasionally work together during this time. Fourth, fifth, and sixth grade teachers will plan the afternoon program jointly. They will determine which children learn best in which learning format and which activities and lessons are appropriate for different learning formats.

Parents will be involved in the Contemporary School through the Parent-Teachers Association. They will also have conferences with their child's teacher and will be encouraged to volunteer in the classroom.

Open School

The Open School option is based on the assumption that when children plan their own activities within a rich and carefully planned environment, they not only learn basic skills, but also learn to take more initiative for their own education and to enjoy learning more than their counterparts in traditional schools. Another assumption is that children will become more sensitive, responsive adults if they are encouraged to work and play with many children and adults as part of their school experience. Therefore, the Open School is organized to encourage children to freely explore a great variety of materials and subjects and to bring children into contact with many adults and children of varying ages. Children will learn in the Open Classroom much as very young children learn in their own homes before beginning school; i.e. by looking, touching, exploring, playing, and talking about objects and events in the environment. Children decide where and with whom to spend their time.

Although the Open School does not follow a set schedule or a formal curriculum, it is not unstructured. Materials are carefully selected and arranged so that students are exposed to many interest areas and so that learning opportunities occur as children play. Interest areas may include a music corner stocked with many instruments and records; a reading corner with books, flash cards, games, and tapes; a dress-up area; a science area with plants, animals, aquariums, rocks, sand, thermometers, magnifying glasses; a workbench, with

saws, hammers, nails, tools; an art area; a math corner; etc.

In a typical morning, a child may spend an hour at a workbench by himself hammering, sawing, and building. From there, he may move to the music table to play a xylophone or to compose a tune. He may then move to a reading corner, to read a story outloud to a friend, or to join a group of children who are reading outloud to the teacher.

The curriculum is determined largely by the teacher's response to children's interests. A new pet in the science corner may capture the children's attention and provide an opportunity for a science lesson (children and teacher discuss the animal's habits, natural home, etc.), an art lesson (children draw the animal), a reading lesson (children read about how to care for the animal or write a set of instructions for feeding), or a math lesson (children measure animal's growth). Many activities lend themselves to this type of informal instruction in basic skills.

The amount of formal instruction and of adult guidance depends on teacher judgement of a child's needs. If, for example, a child has well-developed reading readiness skills, but does not participate in any activities through which he might learn to read, the teacher may give him some specific reading lessons to complete. If a child spends all his time in one interest area, the teacher may guide him to other areas and activities.

The teacher is also responsible for seeing that each child is eventually exposed to many activities and materials, so that the child has some basis from which to develop new interests. The teacher must provide an environment in which the occasion for learning does arise. She must select materials which stimulate children's curiosity, creativity, and intellectual and social development.

Open School teachers assess children's progress by careful observation of their behavior and examination of their creative work. Teachers must keep narrative records on each child and talk regularly with parents.

The Open School will be organized in two different ways. Parents will choose ~~the~~ model they prefer. In Model I, children will remain in one classroom with a teacher, several aides, and community volunteers. Various interest areas will be contained within the classroom. In the second model, a number of rooms within the school building will be set up as interest areas; children will be free to move from room to room as they choose at all times. Each child will have one teacher assigned as an advisor, but otherwise no assignment to any one teacher. Teachers, volunteers, and aides will teach in the interest areas which they prefer.

Parent committees will be formed to work along with professional staff on various aspects of the Open School program. One committee may be responsible, for example, for working with teachers to design and equip interest areas. Another committee may be responsible for helping design a student evaluation system. Parents will also be encouraged to participate in the classroom as frequently as possible and to meet regularly with Open School teachers.

Continuous Progress Elementary

The Continuous Progress Elementary option is based on the premise that each child learns best by working at his own pace. Instruction in the Continuous Progress option is based on a carefully sequenced curriculum in basic skills. The unique feature of the Continuous Progress School is that children progress through the curriculum without regard to artificial or grade level barriers.

Children in the Continuous Progress School will be assigned to a suite of classrooms, with a team of four teachers and approximately 100 students of varying ages. Children ages 5-8 will be in a primary unit in one school building; children ages 8-12 will be in the intermediate unit in another building. Within each suite of rooms, children will be assigned to groups for basic skills instruction based on their abilities and special needs. For example, a child who needs instruction in reading comprehension will have a lesson with one teacher from his teaching team and with other children who need instruction in the same skill, at the same level. He may work with another teacher and another group of children on spelling, and with still another teacher and groups of children on additional skills. Children will still take part in the appropriate social and physical activities with others of their own age.

Academically talented children benefit from the opportunity to work with older children and to learn more skills at a faster rate than they could in the Contemporary School, where children are grouped, for the most part, by age.

Late starting or slow moving children have the opportunity for additional instruction and practice in basic skills without the stigma of being retained at the end of the year. Since the program is ungraded, promotion or retention

is not an issue. For social reasons, however, no child will spend more than eight or less than five years in elementary school.

The Continuous Progress Elementary option will incorporate the Minneapolis Pyramid Reading program and other curricular innovations described in the Contemporary School section. Math instruction in the Continuous Progress school will be based on the Individually Prescribed Instruction (IPI) program, which provides children materials in 13 different math areas, at eight levels of difficulty. The IPI testing program allows teachers to immediately pinpoint the strengths and weaknesses of the child, so that he can be placed at his functioning level in the program.

Conventional curricula not directly related to basic skills will be set aside in favor of a wide variety of mini-courses from which children may choose. Primary children will be able to choose their activities two afternoons each week; intermediate students will have a choice every afternoon. There will be activities and mini-courses in areas such as art, music, science, social studies, reading, advanced math, creative dramatics, cooking, wood working, physical education, crafts, etc. Adults, but not necessarily teachers, will plan and supervise mini-courses. Parents with special talents and interests, such as photography, dramatics, sculpture, etc. will be asked to teach mini-courses.

The length of time a group spends on a subject or activity will vary. One group might spend two weeks learning to play various rhythm instruments; another group might spend an entire semester studying animals. All children will be required to select at least one activity sometime during the year related to science, music, art, and physical education, to insure that each child is

exposed to these areas. Children will be grouped by interest rather than by performance for mini-courses.

Teachers will work in teams of four; each team will be responsible for planning educational activities for approximately one hundred children. A major task of the team will be to decide on appropriate grouping of children for instruction in basic skills. In the afternoons, teachers will teach mini-courses in their own area of expertise and help coordinate volunteer teachers. Teachers will be responsible for evaluating children's progress and reporting to parents in person and through narrative reports.

Parents and other interested Southeast residents will be invited to become active participants in the instructional program of the Continuous Progress elementary. Those who do not wish to teach mini-courses will be asked to tutor in basic skill classes. Parents will also be involved in the program through PTA and regular parent-teacher conferences.

Free School K-12

The most experimental instructional pattern offered within the public school setting will be a K-12 Free School. This will be initiated in the Fall of 1971 with a small number of students (50-70) and teachers (3-4) using rental space within Southeast Minneapolis. There will be no required classes and no division of elementary and secondary school age youth. Student self-selection of curricular experiences and development of a positive self-concept will be emphasized.

Instruction will take place as students and teachers decide, but at least five instructional options as developed by the Wilson Laboratory School in Mankato, Minnesota, will be initially tried. Classes will be offered on a daily basis and students will mold their experiences around these five instructional modes:

1) One to one tutoring. Utilizing community residents, University volunteers, Free School students and other appropriate personnel, tutoring sessions on any educational subject will be explored.
2) Open laboratory. Students will go into active involvement areas such as in the graphic arts, science, and handicrafts for laboratory experience.
3) Independent study. Less active than open labs, students would pursue interests by reading, rapping, listening to tapes and researching.
4) Small groups. Scheduled when students or teachers feel the need for them on topics of current interest.
5) Large groups. A regular time on the daily schedule for special guests, field trips, and Free School town meetings.

School year 1971-72 would be the developmental year for students, teachers and parents who are interested in having this educational option. As more and more free schools are beginning across the country (and many failing almost as

quickly) it seems valid to see whether this option of educating students is viable within the public school setting.

Students will be drawn first from Southeast Minneapolis but the school will be opened to citywide applications if it is not filled. If there is interest, the Free School will operate at the level of 150-200 students after September, 1972. An exception from state compulsory attendance and curriculum regulations will be sought from the Minnesota Department of Education. The appeal of the Free School is in making a school a place where people come because they want to, not because schooling is required.

Marshall-University High School

Marshall-University brings together a heterogeneous Minneapolis student and parental community serving approximately 1,250 students in grades 7-12 at three main learning sites: the Marshall building; Peik Hall, and Peik Hall Gymnasium on the University of Minnesota Campus. The instructional program is based on the recognition of the diverse student population, the multiplicity of teaching roles, the inclusion of broad student, faculty and parental interaction in the learning process, and the need for great flexibility in devising different courses of studies for different individuals.

The students served not only come from the heterogeneous Southeast Minneapolis population, but approximately a fourth of the students come from the rest of Minneapolis and the metropolitan area. Marshall-University's population is a rich expression of human diversity and life styles, and the school attempts to bring people together in an atmosphere of mutual trust and respect.

The basic seventh and eighth grade program at the junior high level is a full six hour schedule in physical education and health, a modern language (Spanish, German, Russian or French) and courses in art, music, home economics/ industrial arts. Half of the students in each grade are placed on an inter-disciplinary teaching team for three hours each day for instruction in English, social studies, mathematics and science. Other seventh and eighth graders have the same subjects taught by teachers in self-contained classrooms on a non-inter-disciplinary basis. With teacher approval students are also able to study in the English-mathematics basic skills center and in "school without walls" student interest electives planned by teachers and community volunteers. As future planning for junior high curriculum proceeds, it is anticipated that students and parents will be more involved and have more decisions to make concerning the curriculum they desire.

Academic standards for grades 7-12 are under the jurisdiction of the Policy Board of Marshall-University, the Minneapolis Public Schools, the Minnesota Department of Education, and, at the high school level, the North Central Association of Colleges and Secondary Schools.

In high school grades 9-12, courses are increasingly offered on an elective basis wherein the student's parents approve the projected courses of study each year, selecting among the many courses and activities offered by the teaching faculty and cooperating educational institutions. The entire school, beginning in September, 1971, will go on a three quarter system (September-June) schedule with students able to participate in various Minneapolis Public Schools summer quarter courses and activities on an optional basis. The average senior high student takes five hours of classes in the six hour day, although many take a sixth class for credit. Individual directed study, interdisciplinary courses, single subject discipline courses and a variety of non-school learning experiences are available to interested students and parents.

An eclectic curriculum approach is used in grades 7-12, but will be centered around four instructional modes in the expectation that continuing student, parent, and faculty interaction will generate the relevant curriculum offerings at any given point in time.

Mode One: Small Counseling Groups

After a period of inservice training for faculty members this fall, the concept of small counseling groups will be implemented during 1972 and will become an integral part of the school's program. Within this mode the student will plan his quarter system program with the advice of his school advisor and with the consent of his parents. The student in grades 7-12, with his

parents' consent, will select his school advisor with each faculty member limited to approximately fifteen advisees. Counseling groups would meet on a regular basis to deal with educational and career planning, to develop interpersonal skills and to assess past learning experiences. The advisor will serve as the school's main liaison with his advisees' families and will meet with parents in conferences as needed. In planning each student's course of studies, the advisor would be knowledgeable of the various curriculum and graduation requirements.

Mode Two: Single Discipline Courses

The several curriculum subject disciplines are regularly taught in school and will be continued in courses offered by the various departments. Learning activities might stress a particular set of basic skills, organizing concepts, or certain themes as developed in the perspective of a single discipline. Mode two courses are most often taught under the direction of a single faculty member in a quarter course on the school site, although it is contemplated that more mode two courses will be planned and taught at various community learning sites.

Mode Three: Interdisciplinary Courses

This mode is characterized by the comparative and contrasting application of knowledge from the several disciplines brought to bear on particular human interests and concerns. A group of students and a teaching team representing different disciplines will analyze basic data, draw upon a variety of community resources in working on the area under study, and will make conclusions and recommendations for further study and action. As feasible, ideas will be tested in active implementation experiences.

Mode Four: Individual Directed Study

Engaging a student's personal interest in the quest for greater understanding and knowledge, this mode provides considerable student autonomy. With the consent of the families and teachers, students initiate proposed courses of study including course objectives, content and method of evaluation. Once approved, the student pursues the course at his own pace during the quarter and confers regularly with his teacher who acts as a tutor for guidance and evaluation purposes. At the junior high level, individual directed study is normally provided within the structure of existing mode two or three courses. In high school, mode four is normally a course separate from existing courses. In mode four students must have the consent of their parents and participating faculty members prior to undertaking individual directed study.

Particular mention should be made of the practice by which special education students on an individual basis are integrated into the regular instructional modes. Hearing impaired, orthopedically handicapped and educable mentally handicapped students from the metropolitan area participate with teachers-tutors in the various classes and special resource rooms.

Students' Day

During the regular six-hour instructional day on the quarter system, most classes meet for forty-five or sixty minutes daily. Students in grades 7-8 take courses in ten departments. In grade nine, English, social studies, mathematics and science are taken a minimum of two of the three quarters, and physical education and health all three quarters. In grades 10-12 forty-five course credits are needed for graduation. Courses offered are largely determined by the teaching faculty, and students with parental consent select from them.

By making all of the school's teaching resources potentially available to any student, there are a substantial number of courses of study that can be devised, ranging from the highly-structured to the minimally-structured program. In all cases, the student will be educated under the particular options agreed upon with his parents, within the courses and activities offered by the school.

For parents who desire a structured program the following example is cited as illustrative. Bill's parents feel that at fourteen he is somewhat immature and needs a structured program. They know Mr. Johnson is a firm yet fair teacher and ask that he become Bill's school advisor. Mr. Johnson accepts. A program is developed by Bill and his parents, upon the advice of Mr. Johnson, wherein Bill attends three classes in a row--English, social studies and mathematics. He then goes to lunch for half an hour. His afternoon consists of classes in science, physical education and industrial arts. Bill's parents determined his program. All classes meet in the Marshall building. No unstructured, resource center or individual directed study time is provided. Thus, Bill's day and schedule is structured.

On the other hand, Mary, a girl of fourteen who assumes responsibilities well, is encouraged by her parents to largely determine her own program. She takes the initiative, with Mr. Ross' encouragement as advisor, to participate in the interdisciplinary art and dance group at the Minneapolis Institute of Arts, under the aegis of the Urban Arts program, for two hours every day. She returns to Marshall in time to take a music theory quarter course offered by a resident composer with the Minnesota Symphony, who is volunteering his services to the music department. At lunch Mary chats with Mr. Ross at a nearby restaurant about a problem. He listens and suggests that when their counseling group next meets, this concern be discussed. After lunch Mary is off again.

This time she goes to the Southeast Minneapolis Public Library two blocks away to do research on her social studies individual directed study project. Finishing her school day, she is off to the Open School at Marcy to serve as a student tutor to elementary students who are writing a play.

The point to be made is that both Bill and Mary are in the Marshall-University program option, but have very different courses of study. One student is placed in a structured environment centered at the Marshall building, while another learns at many sites and participates in tutoring and individual directed study activities. These course options, then, are determined on an individual family basis through regular interaction with the school advisor.

Implicit in the four instructional modes is the thought that learning is not always confined to a school building, nor is the school to be isolated from its community. The school program consists of courses some of which take place on learning sites in the community. Several community learning experiences are in the Marshall-University program, and others will be developed in the next years. The Work Opportunity Center provides a city-wide alternative program to students who have left school or are in other ways alienated from regular high school programs. Some twenty occupational courses are available to students admitted to the previously mentioned Work Opportunity Center.

As stated before, the Urban Arts Program offers courses in drama, dance, art, design, broadcasting, architecture, photography, and poetry at such places as the Minneapolis Institute of Arts, School of Design, Walker Art Center and Children's Theatre. Besides the Work Opportunity Center and the Urban Arts Program, Marshall-University students are eligible to participate in the summer Twin City Institute for Talented Youth and Camp Tamarac, as well as to

take classes at the University of Minnesota on a tuition basis, or to apply for work-study arrangements under the work experience and cooperative programs.

It is evident that the instructional patterns cast students and teachers in different roles for different purposes. Students work largely by themselves in individual directed study, interact with a small group of peers and an advisor in the counseling group, meet in average-sized classes in single discipline subjects and engage in interdisciplinary pursuits with a team of teachers and students. Teachers act as tutors in directed study, as advisors in counseling groups, as knowledgeable persons about a subject area and as colleagues with other teachers in interdisciplinary studies. Since counseling groups are not planned to be implemented until 1972, and since few interdisciplinary courses are ready, curriculum and staff development emphasis will stress these two modes of instruction in the next years.

The four instructional modes lend themselves to a diversity of curriculum materials and Marshall-University will attempt to draw together significant curriculum practices. Among the current promising practices in social studies are materials including Harvard Social Studies Project, Anthropology Curriculum Study Project, Sociological Resources for the Social Studies and the High School Geography Project.

Language Arts teaching will follow a model described by James Moffett in A Student Centered Language Arts Curriculum, K-13. Under this plan, students at the secondary level engage in a range of communication activities in which they speak, write, listen and read within groups of their peers. They provide their own materials and constitute the audience for the discourse. They communicate ideas that are important to them to real audiences, who respond to

the discourse in terms of effectiveness and appropriateness. As the learners move up what Moffett calls a growth scale, they will engage increasingly in the kinds of discourse appropriate for formal occasions and informal audiences. The learner deals with those features of punctuation, syntax, and usage appropriate for this communication art as he discovers the importance of mastering standard English. A language arts resource center will develop multi-media learning packets in various skill areas.

Environmental education will be emphasized through such curriculum development projects as the Golden Valley Environment Science Center, the Minnesota Environmental Education Curriculum and the environmental encounters techniques developed at the University of Michigan that focus the attention of youth on their environment in a manner that would link relevant ecological, economic, social, technological, and political information. A community learning site along the Mississippi River near Motley School will be planned so that students can view and become involved in many aspects of urban living.

A career development curriculum will focus on demonstrations to students of the relationship between school and what might happen to them personally and vocationally later in life. There is an exploration of the world of work and education after high school as well as an emphasis on awareness of preferred life styles, increased knowledge about occupations and work settings, and knowledge and selection of educational patterns. There is evidence that direct work experience may have a more meaningful impact on a student's self-concept, goal setting, and reality testing than less direct means. The career resource center at Marshall-University functions to offer information, resources, and contacts. To make information more accessible, a computer-based guidance information system connected to Interactive Systems, Incorporated of Boston, is being used.

The resource centers in Art, Career Development, Library/Audio-Visual, Modern Foreign Languages, English, Social Studies, Mathematics, Science, and Basic Skills, provide instructional spaces and materials and are used regularly in modes two, three, and four.

As a social organization the school seeks to become a community of learners. Administratively organized by departments, under the leadership of the principal, a diversity of teaching personnel daily exhibit the practice of the many teaching the many. Marshall-University utilizes a variety of certificated and non-certificated paid and volunteer, adult and student individuals. From University training programs come counselor and social work interns as well as student teachers and observers. Some secondary school youth serve with course credit as tutors in elementary schools, as class teaching assistants, and as student aides. Adult volunteers participate in the Minneapolis Schools' Women in Service to Education (WISE) and Community Resource Volunteers (CRV) programs. Paraprofessionals serve as interdisciplinary team aides and in resource centers.

The building principal directs program coordinators, who serve under joint appointment from the University of Minnesota and the Minneapolis Public Schools, in providing curriculum and staff leadership. Program coordinators develop, teach and evaluate curriculum materials and supervise preservice and inservice clinical experiences for their departments. As department chairmen, they recruit and recommend the hiring of personnel, determine staff and clinical experiences assignments, and administer the department's budget. Program coordinators plan their department's inservice programs and give leadership to the development, implementation and evaluation of new subject area classes, interdisciplinary courses, and community learning site activities.

Besides the Program Coordinators group, it is anticipated next year that the Student Affairs Committee--composed of an equal number of students, faculty, and parents--will function under the principal in proposing school policies. Since most substantive educational issues today affect students, faculty and parents in a school community, it is felt that a forum for discussing these concerns should be an integral part of school life. In arriving at wise policy decisions, the principal will consult regularly with the Program Coordinators group, the elected Faculty Council, the student senates, the Students Affairs Committee and the Parent-Teacher-Student Association as appropriate. In turn the principal will report to the Policy Board of Marshall-University and to the director of the federal program. These relationships are to be described in further detail in the governance section of this document.

Organization, Administration and Governance

The Minneapolis organizational structure reflects the major program options available: Contemporary, Continuous Progress, Open, Free, and Marshall-University. It is desired that each program option will develop its own personality and style of operation within the broad framework of policies and procedures established by the Minneapolis Board of Education and this particular experimental federal project.

Administratively each option will have a person responsible for the operational program. One principal will administer the Continuous Progress Primary at Pratt School as well as the Continuous Progress Intermediate at nearby Motley School. A second principal will be responsible for the Open School at Marcy and an assistant principal will be in charge of the Contemporary School at Tuttle. A teacher-coordinator will head the K-12 Free School on a site in Southeast Minneapolis and the principal of Marshall-University will administer the secondary school program. These five persons will be administratively responsible to the director of the federal program who in turn will report directly to the Minneapolis associate superintendents of schools for elementary and secondary education. These two associate superintendents are directly responsible to the superintendent of schools and he to the Minneapolis Board of Education. During the transitional period in the next months a five-member steering committee has been established to give additional leadership to the federal program. This committee is composed of the Minneapolis associate superintendents of schools for elementary and secondary education, the designee of the Dean of the College of Education at the University of Minnesota, the chairman of the Policy Board of Marshall-University, and a Southeast parent of elementary and secondary school-age students.

The director will work closely with the steering committee on matters pertaining to the entire federal program as well as with the five program administrators

and the school community groups affiliated with each major program option. It is envisaged that each program component will develop its own distinct school community advisory group but most likely these groups would be composed of parents, faculty and students working with their particular program administrators.

A specific transitional situation exists as it pertains to Marshall-University in that a Policy Board was established in the 1968 merger of Marshall High School in the Minneapolis Public Schools system and University High School which was the laboratory secondary school for the College of Education at the University of Minnesota. Both the University Board of Regents and the Minneapolis Board of Education wanted a strong secondary school in Southeast Minneapolis and the result was the creation of Marshall-University High School with a ten member Policy Board as defined in the legal contract between the two parent institutions. Each parent institution appoints five members to the Policy Board. The University contributes certain funds to support teacher education functions while Minneapolis staffs the school at a level comparable with other secondary schools. Both the University and Minneapolis participate in the selection process for subject area program coordinators and administrative personnel. The Policy Board under the terms of the contract can take actions that are consistent within the framework of policies and procedures of the University Board of Regents and the Minneapolis Board of Education.

Both parent institutions are interested in viewing the advent of this federal experimental program as a unique opportunity to explore further the continued evolution of two promising practices - that of administrative decentralization and of the development of local fiscal accountability through a financial reporting system and PPBS. Since 1967 the Minneapolis Public Schools have created two K-12 units of schools known as the North and South-Central Pyramids. Both pyramids are administered by area assistant superintendents and have budgets

allocated from the central Board of Education. Citizen advisory committees meet regularly with the area assistant superintendents.

During the planning phase of the experimental schools proposal, administrative representatives of the University of Minnesota and Minneapolis Public Schools agreed to recommend to their respective governing boards that if federal funding was awarded there would be a mutual willingness and effort to have the Policy Board of Marshall-University reconstituted so as to assume a K-12 role. It must be carefully noted that there are legal and fiscal constraints within which the Policy Board would have to operate and be held accountable to its parent institutions. It is anticipated that the future role of a reconstituted Policy Board could be the model of an advisory body or could develop into a more integral part of an administrative decentralization model clearly specified through a renegotiated legal contract between the University and the Minneapolis Board of Education. In either event, a reconstituted Policy Board would reflect the K-12 nature of the experimental schools federal program and would have parental representation from the diverse community population the schools serve. It would also be anticipated that the current equal number of University and Minneapolis appointments on the Policy Board would be carefully reviewed considering the federal grant to the Minneapolis Public Schools. Since the entire matter of reconstituting the Policy Board is a complex matter-because it involves the legitimate interests of many individuals, groups and institutions--discussions that will proceed in the months ahead will be conducted in a prudent manner. During this interim period the five member steering committee,which has Minneapolis Public Schools, University, Policy Board and community interests in common, will provide wise counsel and advice to the director. The director will meet regularly with the Policy Board of Marshall-University and the other school community organizations that center around the Contemporary, Continuous Progress, Open School and Free School options

on matters pertaining to the federal experimental schools program. It is also assumed that the director would maintain a close relationship with the Minnesota Department of Education on matters of mutual interest throughout the duration of the program.

Evaluation

Evaluation will be carried out by both the Minneapolis Public Schools and the U. S. Office of Education, which will assign on-site evaluators to this project. The division of responsibility between local and federal evaluators for the evaluation tasks outlined below will be defined when staff is actually on the job. However, it is anticipated that OE evaluators will assume a large share of responsibility for staff training activities relating to evaluation.

Evaluation efforts will focus on five major areas:

1) to assist SEA* management;
2) to provide a careful documentation of the program processes;
3) to interact with and train program staff in various program aspects related to evaluation;
4) to regularly assess progress toward major program objectives and to issue frequent reports to the community; and,
5) to coordinate local SEA research and evaluation activities of the Minneapolis Public Schools, the community, and the Office of Education.

Interaction between evaluation personnel and program management will be a continuing process throughout the length of the project. Although major goals for the Minneapolis schools and this program are specified, it is obvious that as the program enters the day-to-day working stage, further specifications of short term objectives will be needed. One form of assistance which the evaluation personnel will provide to the director is to train staff to design their projects so that they are related to clearly stated objectives.

Evaluators will also assist management in developing time lines and cost relationships. Although the approach of this program is one which will require

*Southeast Alternatives--designation for the program used in this document.

great flexibility, it is also obvious that management must be informed when it is not progressing in accordance with its own time schedule or cost schedule.

Of particular importance, will be the forecasting of the relationships between the SEA budget and the local University of Minnesota and Minneapolis schools' budgets. Since one aim of the program is to integrate various program components into the local school budget, then this type of forecasting is requisite. Further assistance can be given to SEA management by evaluators in the form of new program ideas. The Research Division of the Minneapolis Public Schools serves both a coordinating and evaluating function. Research studies conducted by school and university personnel are channeled through the Division. Evaluative studies are conducted by the Division. Each year over 100 research and evaluation studies are completed. Promising ideas can be referred to the Southeast Alternatives Program, which, because of its flexibility, will be able to move quickly into new areas.

All too often demonstration projects report outcomes with little attention to how these outcomes were achieved. This approach to evaluation defeats the purpose of transferability and replication. The SEA proposal, which is one of wide-scale, involving changes in social structure, must be carefully documented if it is to have value beyond the City of Minneapolis. Evaluators will assist in accurate observation and recording of what takes place in the SEA. Additional documentation in the form of audio-visual materials and other media will be developed and released regularly to the students, teachers, and parents in the Southeast school community.

A wide variety of ideas which could benefit from evaluation have been suggested in the proposal. The evaluation team will assist SEA personnel in refining their objectives and developing evaluation of their progress toward these objectives. The evaluation staff will then serve program personnel on

specific evaluation problems. In some cases, it may be desirable to conduct small-scale experimental studies. Such studies will be conducted by cooperative arrangements with local colleges or under contract to outside agencies. It is anticipated that university graduate students from many fields will be attracted to SEA to conduct various studies of interest both to them and to SEA. Evaluation personnel will also be useful in training staff to make accurate documentation of their activities. For example, staff could be trained to develop activity reports according to the evaluation guidelines developed by the Office of Education, a procedure already being used to evaluate projects by the Research Division of the Minneapolis schools.

Major goals of the program are described in the proposal's introduction and focus on the affective domain. Self-determination, feelings about self, relations to others, interests, job satisfaction, are all major variables. While a major emphasis of the project is on the affective domain, it is also obvious that program participants are expected to be at least as successful as other students in the school system in the area of cognitive development.

In both the affective and the cognitive areas, Minneapolis Schools have already obtained considerable information which will be of value in the evaluation of the major goals. Achievement testing is a standard part of Minneapolis Public School practice. A substantial amount of baseline data in the cognitive area is already available for all children. A multi-factored attitudinal measure has already been developed by the Research Division for students at the secondary level. Data from this questionnaire will be available on program participants as well as on a half dozen other secondary schools in the system. Fourteen factors are included in this instrument and include such things as attitudes toward school, toward peers, toward teachers,

student freedom, opportunity for creative development, punishment, and encouragement for independent thought.

While certain aspects of evaluation must rely on more or less traditional or formal measures, it is probable that unobtrusive measures will contribute much to the overall evaluation. For example, dropout rate, transfer requests, and teacher turnover may give evidence of progress toward, or lack of progress toward, various program goals.

A major goal of all evaluation efforts will be to keep parents and other residents informed of activities and results of the program. Evaluation and dissemination staff will work together to insure that this crucial responsibility is fulfilled. Progress reports will be issued regularly to the community. Summaries of evaluation reports and experimental studies will be written in layman's language and distributed to all parents. Formal technical reports will be available,as well, to those who wish to read them. Evaluation staff will be expected to report regularly to the Policy Board and to other community groups.

Implementation Process

The implementation process is more process than content oriented since Southeast Alternatives begins with the assumption that the school community will best develop its program options starting with what the current perceptions students, parents, and faculty have. It is also felt that further detailed planning should involve more faculty, students and parents than was possible during the time given for the initial planning proposal. People seem to modify their behavior and attitudes when they are involved in shaping programs they are to function in and since the school year is rapidly coming to a close, it is anticipated that the basic inservice program will be conducted during the regular September - June school years. The main emphasis in the next months is to create the Open School and K-12 Free School models which are not already present within the Minneapolis Public Schools system as well as to plan fall orientation workshops for faculty and students. Parental options must also be exercised in the next weeks. Staffing and transportation arrangements will be made during the summer months.

In attempting to involve actively members of the school community in the common effort to improve the instructional patterns and procedures that restrict the teaching and learning process, it is assumed that the schools must become, in fact, centers of inquiry. In centers of inquiry members collect data about what they are doing and are expected, indeed required, to engage in dialogue with their school community colleagues including students, faculty and parents about their observations and opinions. Instructional mechanisms must facilitate these efforts. All members of the teaching faculties will be expected to regularly participate in staff and curriculum development activities and it is anticipated that time will be devoted to this end regularly during each school year, through released time scheduling and by the provision of teacher cadres at both the

elementary and secondary levels.

Initial staff training efforts will include piloting the Open School model this summer and working on the Continuous Progress Intermediate program at the elementary level to be followed by the introduction of the Pyramid Reading Program and IPI mathematics curriculum components. At the secondary level, a few interdisciplinary courses will be developed this summer to be followed by the development of mode one small counseling groups and a grades 7-8 plan that will adequately anticipate and provide course options in the years ahead for students leaving the elementary school age Contemporary, Continuous Progress, or Open Schools programs. The faculty training proposal for small group counseling as well as the grades 7-8 plan will be submitted to the Office of Education at a future time but it is anticipated that the small group counseling training proposal will be ready by midsummer and will be implemented during the 1971-72 school year at Marshall-University.

The Pilot Open School June 14-July 16 will be devoted to both curriculum and staff development purposes. During the last three weeks of this period approximately thirty children whose parents have selected this option will attend in the mornings. Staff development will be concerned with the role of the teacher, the organization and development of interest centers, the role of parents, aides, and volunteers, and recording and reporting pupil progress.

A teacher cadre model is proposed for use at both the elementary and secondary school level and is composed of a group of teachers from several disciplines who are rotated into regular classes and courses to teach particular curriculum units or activities. At the same time as the teacher cadre might be involved with students at a particular grade level or in a subject area of interest, the regular faculty members are in effect released to pursue curriculum or staff development activities. With skilled planning and scheduling, the teacher cadre model can

provide great flexibility in the development of an improved instructional program. At the secondary level the main emphasis of the teacher cadre model will most likely be on the development of interdisciplinary courses and the expansion of community learning site opportunities.

For the period of May, 1971 to August, 1973 a brief time line is given highlighting the implementation process of the Southeast Alternatives. It should be stressed that the results of research, documentation and evaluation will be regarded as an integral part of the implementation process. The implementation process itself must remain flexible so that students, parents, and faculty can adapt the educational programs in light of research, documentation, and evaluation completed.

Time Line:	Summer, 1971
1971	
May 17-20	Parent orientation meetings in Southeast schools
May 24-June 4	Parents select program options
June 14-June 25	Continuous Progress Intermediate staff development at Motley
June 14-July 16	Pilot Open School and staff development at Marcy
June 21-July 30	Four Marshall-University interdisciplinary courses piloted concurrent with their further curriculum development
August 16-August 23	Southeast Alternatives faculty orientation and planning
September	1. Free School option initiated 2. Southeast Alternatives programs in operation 3. Parents decide upon appropriateness of their students' program choices
Fall	1. Marshall-University Community Learning Sites Conference held and small counseling group inservice initiated

2. IPI mathematics on-the-job training initiated
3. Establishment of elementary science - math center
4. Teacher cadre models implemented

January-June, 1972

1. Establishment of instructional production center and cassette centers for elementary programs
2. Implementation of Marshall-University small counseling groups
3. At mid year and again at the end of the school year parents review their children's program options and make changes if desired
4. Quarter system method of selecting Marshall-University courses quarterly implemented more fully

June-September, 1972

1. Six-week Pyramid Reading Program Workshop
2. Late August workshop for all schools' faculties
3. Publication of data gathered about the first year's program distributed to the Southeast community

September, 1972-June, 1973

1. Introduction of interdisciplinary courses and other course options as developed at Marshall-University
2. Expansion of Free School option up to 200 students
3. In late spring parents review their children's program options and make changes if desired
4. Pyramid Reading Program implemented and inservice workshops continued

June-September, 1973

1. Continuation of Pyramid Reading Program workshop for new personnel
2. Late August workshop for all schools' faculties

Public Information and Visitors

Provisions will be made to accommodate a limited number of visitors from various parts of the country over the next five years, but at the same time Minneapolis will remain very sensitive to the primary importance attached to not unduly disturbing the educational process for students, faculty and parents in the five major program areas.

There will be a limitation, yet to be determined, on the number and frequency of visits to individual program sites and advanced reservations will be necessary. It is felt that until November, 1971 the faculties and students should not be interrupted by a large influx of visitors, but after that date guided tours and/or closed circuit telecasts could be provided.

At this time, Southeast Alternatives is considering two basic approaches:

1) establishing a closed circuit network with a limited number of cameras on site at each of the five major program areas connected to a main viewing room; or,

2) providing public transportation to the major program sites themselves as well as to other community learning sites used by Southeast students within the Minneapolis Public Schools system.

Under either method, there would be a variety of slide tapes, cassettes, and printed materials developed for dissemination purposes and these materials would be regularly updated to reflect the actual development of Southeast Alternatives.

A regular newsletter will be produced and it is expected that students, faculty and parents will contribute articles and observations. As research and evaluation information is prepared, many of these materials will be publicly distributed. The overall purpose of the public information program will be to convey through the several media accurate, timely and pertinent data about Southeast Alternatives to both the local and national public.

Addendum

1960 U.S. Census Family Income

Income	Minneapolis	Southeast
Under $4,000	21.5%	35.1%
$4,000 to $9,999	61.2%	49.3%
$10,000 and over	17.3%	15.6%

1970-71 Southeast Minneapolis Public Schools Data

School	Enrollment	Grades	AFDC%	Turnover%	Minority Students%
Motley	101	3-6	86	27.2	16.8
Pratt	466	K-6	10	18.2	11.8
Marcy	272	K-6	16	35.0	4.4
Tuttle	403	K-6	18	8.6	5.7
Marshall-University Jr.	604	7-9	16	28.0	12.4
Marshall-University Sr.	634	10-12	9	37.6	12.4
Southeast	2,480		16.8	26.0	10.5
Minneapolis Public Schools	66,934		21.3	25.5	13.04

Budget

The federal support for the Southeast Alternatives will be phased out by the end of the fifth year such that local resources should be able to assume the program's costs within the Minneapolis Public Schools' per pupil expenditure in 1976 combined with other community funding sources. Presently the University of Minnesota financially supports teacher education and curriculum development functions as part of Marshall-University High School. The University is on a fiscal year budget (July 1-June 30) and for 1971-72 will contribute approximately $180,000 to the school. The University intends to continue its commitment to quality education. The Minneapolis Public Schools carry the major portion of funding and operate on a calendar year budget (January 1-December 30). The chart below is expressed in terms of the 1970 actual per pupil expenditure in average daily attendance (ADA) less the school district's costs for debt services, capital outlay, and transportation. Projections are also made for the next five years.

Minneapolis Public Schools

Year	Per Pupil Expenditure ADA
1970	$ 876
1971	928
1972	984
1973	1,043
1974	1,106
1975	1,172
1976	1,242

These projections are tentative since it cannot be known at this time what the local property tax mill levies will be or what the Minnesota Legislature will

do to finance urban schools in the next years. The assumption is made in these Minneapolis projections that the only increases in local or state sources will come from the cost of living factor.

The budget as presented projects yearly 6 percent cost of living increases for personnel and a 9 percent fringe benefit factor, but it should be made clear that salaries will be reviewed regularly and adjustments made on the basis of competency. Federal support is requested in three main areas: personnel, staff and curriculum development, and other learning resources.

There are costs that are difficult to estimate such as the amount of transportation needed as parents select among program options, the volume of visitors and the need for public information materials over five years, as well as the exact costs for rented space for a small main Southeast Alternatives office and quarters for the K-12 Free School. The final federal operational budget should provide procedures to insure the flexibility needed in the Minneapolis effort to provide an exciting program over a period of five years.

The detailed budget as submitted shows the phase-out plan including an explanation of every position to be funded by federal monies. In several instances, especially in regard to some elementary school positions, the Minneapolis Public Schools have committed themselves to maintaining these positions. In each case the final determination of each position--whether to be phased out (and if so, when) or to be maintained--is clearly listed. In regard to staff development and other learning resources, the budget figures cited reflect the termination of federal funding at the conclusion of the five-year period.

The Southeast Alternatives budget is presented by the five program areas as well as by sections entitled Overall Elementary and K-12 Support Services. The budget will be administered by the director of Southeast Alternatives operating within the policies and procedures of the Minneapolis Public Schools. Certain budgeting practices will be followed and should be noted carefully:

1. All personnel costs for Southeast Alternatives will be consistent with Minneapolis Public Schools practices and salary schedules and the director will exercise flexibility so that the total federal costs for personnel in all categories will be kept within the total dollars allocated overall for all personnel.

2. In budget categories besides the one for all personnel, the overall federal budget per category (such as Learning Materials, and Staff Development) will be as a total K-12 category and funds can be reallocated if the director determines that the shifting of funds within a K-12 category such as Learning Materials is warranted. Shifts of funds among major budget categories will be done after proper notification to the Experimental Schools Program, Office of Education.

3. The Office of Education will note that a Minneapolis money phase-in plan is initiated as of September 1, 1973, starting initially with 10% during that academic year and increasing to 20% in 1974-75 and 30% by 1975-76. It should be stipulated, however, that this Minneapolis commitment is conditional upon the financial capacity of the Minneapolis Public Schools at that time. Efforts will be taken to plan Jaunuary 1 - December 30 Minneapolis budgets starting in 1973 in this manner and Minneapolis will determine how the local funds will be allocated to the several budget categories. One reason why this local plan is to be initiated in September, 1973 is due to the fact that this is the same time when Minneapolis and the Office of Education will be discussing the second and final multi-year federal grant. This would seem to be the appropriate time to begin a local Minneapolis phase-in plan.

4. Particular attention is made to Minneapolis' budget herewith presented concerning the "open budget" concept used for Learning Materials. In a significant effort to make the budget more responsive to the needs of local schools, the Minneapolis Public Schools in 1971 created the "open budget" procedure together with a financial reporting system. This means that the Learning Materials category contains all supplies, textbook, textbook related, audio visual, and equipment monies allocated by the central administration to a particular school. It is then up to the local school or program (in this case, the Southeast Alternatives) to determine how its total resources for Learning Materials is to be allocated. Local school or program decisions once made and recorded on the computerized financial reporting system can be subsequently altered only by the submission of the proper change order form to the Budget Department of the Minneapolis Public Schools. An accurate record system is kept by school location, program area, and object classification.

The Learning Materials budget category for Southeast Alternatives will be operated in this fashion with the exception that equipment purchases over $200 must be itemized and approved by the Office of Education. As is the usual custom, Learning Materials will be selected from the various lists of materials, supplies and equipment approved and established by action of the Board of Education. If other materials are desired from other sources, Southeast Alternatives will follow the Minneapolis Public Schools procedures for handling such requisitions, purchase orders, confirmation orders, petty cash funds, etc. In all instances, the legal public bid procedures and Board of Education policies will be utilized.

To simplify this budget narrative, copies of the approved Minneapolis Learning Materials listings are being submitted to the Office of Education now rather than listing numerous pages of curriculum supplies, materials, small equipment items under $200 each, or audio visual materials for each Learning Materials budget. Illustrative lists are provided for information purposes. It is felt that these Minneapolis current procedures for handling the open budget for Learning Materials enables local faculties to respond to the particular needs of particular children at any given time under policies and procedures sanctioned by the Minneapolis Public Schools. This Minneapolis promising budgetary practice will be utilized in this federal five-year program.

OPEN SCHOOL (Marcy)

	I 6/1/71- 6/30/71	II 7/1/71- 6/30/72	III 7/1/72- 6/30/73	IV 7/1/73- 8/31/73	27-Month Total	V 9/1/73- 6/30/74	VI 7/1/74- 6/30/75	VII 7/1/75 6/30/76	
1.0 Coordinator 42 wks.	$ 1,300	$16,000	$ 16,900	$ 2,900	37,100	$ 17,900	$ 19,000	$ 21,100	Maint.
1.0 Counselor 42 wks.		15,000	15,900	2,800	33,700	16,900	17,900	19,000	Maint.
.7 Multi-med. Spec 42 wks.		9,800	10,300	1,800	21,900	10,900	11,500	12,200	Maint.
1.0 Multi-med. Aide 38 wks.		4,000	4,200	700	8,900	4,400	4,700	---	Out 6/75
1.0 Multi-med. Clk. 42 wks.		6,100	6,500	1,150	13,750	6,900	7,300	7,700	Maint.
6.0 Teacher Aides 38 wks.		24,000	25,400	4,500	53,900	26,900	28,500	30,200	Out 6/76
Principal 44-48 wks.		2,000	2,100	350	4,450	2,200	2,300	2,400	Maint.
SUBTOTAL	1,300	76,900	81,300	14,200	173,700	86,100	91,200	92,600	
9% Fringe on Total Salaries	117	6,921	7,317	1,278	15,633	7,749	8,208	8,244	
Staff Development	19,902				19,902				
Furniture	48,470				48,470				
Rehabilitation	24,840				24,840				
Total Open School	$94,629	$83,821	$88,617	$15,478	$282,545	$93,849	$99,408	$100,844	

CONTEMPORARY SCHOOL (Tuttle)

Staffing	I 6/1/71-6/30/71	II 7/1/71-6/30/72	III 7/1/72-6/30/73	IV 7/1/73-8/31/73	27-Month Total	V 9/1/73-6/30/74	VI 7/1/74-6/30/75	VII 7/1/75-6/30/76	
1.0 Coordinator 42 wks	1,300	16,000	17,000	3,000	37,300	18,000	19,000	20,100	Maint.
1.0 Counselor 42 wks		15,000	15,900	2,800	33,700	16,900	17,900	19,000	Maint.
Ass't. Principal		1,500	1,500		3,000	1,500	1,500	1,500	Maint.
.5 Multi-Media Spec. 42 wks		7,000	7,400	1,300	15,700	7,800	8,300	8,800	Maint.
1.0 Multi-Media Aide 38 wks		4,000	4,200	750'	8,950	4,500	4,800	----	Out 6/75
1.0 Multi-Media Clk 42 wks		6,100	6,500	1,150	13,750	6,900	7,300	7,700	Maint.
4.0 Teacher Aides 38 wks		16,000	16,900	6,447	39,347	20,200	22,600	25,200	2 Out
SUBTOTAL	1,300	65,600	69,400	15,447	151,747	75,800	81,400	82,300	
9% Fringe on Total Salaries	117	5,904	6,246	1,413	13,680	8,487	8,991	9,072	
Rehabilitation	12,155				12,155				
Total Contemporary School	13,572	71,504	75,646	16,860	177,582	84,287	90,391	91,372	

CONTINUOUS PROGRESS (PRATT AND MOTLEY)

	I 6/1/71- 6/30/71	II 7/1/71- 6/30/72	III 7/1/72- 6/30/73	IV 7/1/73- 8/31/73	27-Month Total	V 9/1/73- 6/30/74	VI 7/1/74- 6/30/75	VII 7/1/75- 6/30/76	
1.0 Coordinator 42 wks.	1,300	16,000	17,000	3,000	37,300	18,000	19,000	20,100	Maint.
1.0 Counselor 42 wks.		15,000	15,900	2,800	33,700	16,900	17,900	19,000	Maint.
.4 Multi-Media Spec. 42 wks.		5,600	5,900	1,050	12,550	6,300	6,700	7,100	Maint.
1.0 Multi-Media Aide 38 wks.		4,000	4,200	750	8,950	4,500	4,800	---	Out 6/75
1.0 Multi-Media Clk 42 wks.		6,100	6,500	1,150	13,750	6,900	7,300	7,700	Maint.
4.0 Teacher Aids 38 wks.		16,000	17,000	3,000	36,000	18,000	19,000	20,100	Out 6/76
.5 S.L.B.P. 38 wks.		6,000	6,400	1,100	13,500	6,800	7,200	7,600	Out 6/76
SUBTOTAL	1,300	68,700	72,900	12,850	155,750	77,400	81,900	81,600	
9% Fringe on Total Salaries	117	6,183	6,561	1,156	14,017	6,966	6,741	7,344	
Summer Staff Development	4,050				4,050				
Rehabilitation	10,621				10,621				
Total CPE	$16,088	$74,883	$79,461	$14,006	$184,438	$84,366	$88,641	$88,944	

OVERALL ELEMENTARY

	I 6/1/71- 6/30/71	II 7/1/71- 6/30/72	III 7/1/72- 6/30/73	IV 7/1/73- 8/31/73	27-Month Total	V 9/1/73- 6/30/74	VI 7/1/74- 6/30/75	VII 7/1/75- 6/30/76	
Teacher Specialists									
2.0 IPI Math 38 wks.		22,000	23,300	----	45,300	-----	----	-----	2 Out 6/73
2.0 Art 38 wks.		22,000	23,300	4,100	49,400	24,700	26,200	13,900	1 Out 6/75
2.0 Music 38 wks.		22,000	23,300	4,100	49,400	24,700	26,200	13,900	1 Out 6/75
2.0 Science and (38 wks) Environmental Education		22,000	23,300	4,100	49,400	24,700	----	------	2 Out 6/74
2.0 Industrial Arts 38 wks		22,000	23,300	4,100	49,400	24,700	-----	------	2 Out 6/74
2.0 Reading Spec. 38 wks			22,000	3,700	25,700	23,300	24,700	------	2 Out 6/75
SUBTOTAL	110,000		138,500	20,100	268,600	122,100	77,100	27,800	
9% Fringe on Total Salaries	9,900		12,465	1,809	24,174	10,989	6,939	2,502	
Pyramid Reading Program			47,103	7,134	54,237				
Elementary Learning Materials	79,200	79,200			158,400	52,800	52,800	26,400	
Total Overall Elementary	$199,100	$277,268		$29,043	$505,411	$185,889	$136,839	$56,702	

FREE SCHOOL

	I	II	III	IV		V	VI	VII	
	6/1/71-6/30/71	7/1/71-6/30/72	7/1/72-6/30/73	7/1/73-8/31/73	27-Month Total	9/1/73-6/30/74	7/1/74-6/30/75	7/1/75-6/30/76	
Staffing									
Coordinator 48 wks		22,000	23,300	4,100	49,400	24,700	26,100	27,600	Maint. after 6/76
9% Fringe on Total Salaries		1,980	2,097	369	4,446	2,223	2,349	2,484	
Staff Dev: Fall Orientation		14,000			14,000				
Learning Materials		20,000	10,000		30,000	10,000	10,000	10,000	
Rental Space		16,000	40,000		56,000	40,000	40,000	40,000	
Telephone		400	300		700	300	300	300	
Total Free School		$74,380	75,697	4,469	$154,546	77,223	78,749	80,384	

MARSHALL-UNIVERSITY

	I	II	III	IV		V	VI	VII
	6/1/71-6/30/71	7/1/71-6/30/72	7/1/72-6/30/73	7/1/73-8/31/73	27-Month Total	9/1/73-6/30/74	7/1/74-6/30/75	7/1/75-6/30/76
Staffing								
1.0 Program Schedule Planner 42 wks.		14,000	14,800	2,600	31,400	15,600	----	---- Out 6/74
1.0 Multi-Media Spec. 42 wks.		15,000	15,900	2,800	33.700	16,800	----	---- Out 6/74
14 Teacher Aides 38 wks.		56,000	59,300	10,500	125,800	62,800	47,000	---- 4 Out 6/74 10 Out 6/75
Staff Development								
14 Teacher Cadre 38 wks.		210,000	$222,600		432,600	134,400	106,800	75,200*
SUBTOTAL		295,000	312,600	15,900	623,500	229,600	153,800	75,200
9% Fringe on Total Salaries		26,550	28,134	1,431	56,115	.20,664	13,842	6,768
Other Resources								
Learning Sites Conference		5,000			5,000			
Parents-Students Conferences		10,000	10,000		20,000	10,000	10,000	10,000
Learning Materials		52,000	52,000		104,000	39,000	39,000	26,000
Learning Site Development		100,000	100,000		200,000	75,000	50,000	25,000
Rehabilitation		5,600			5,600			
Teacher-Student Production Center		4,500			4,500			
Summer Planning		15,000			15,000			
Total Marshall-University		$513,650	$502,734	$17,331	$1,033,715	$374,264	$266,642	$142,968

*Phase out 6 by 6/30/73, 2 in 6/30/74, 2 in 6/30/75, 4 in 6/30/76

K-12 SUPPORT SERVICES

		I 6/1/71-6/30/71	II 7/1/71-6/30/72	III 7/1/72-6/30/73	IV 7/1/73-8/31/73	27-Month Total	V 9/1/73-6/30/74	VI 7/1/74-6/30/75	VII 7/1/75-6/30/76	
STAFFING										
1 Director	48 wks		24,000	25,400	4,500	53,900	26,900	27,500	28,100	Main. by MPS after 6/76
1 Tchr on Spec Assig	48 wks		12,000	12,700	2,200	26,900	14,100	15,300	16,600	
1 Public Information	48 wks		17,000	18,000	2,000	37,000	19,100	20,300	21,500	
3 Community Aides	varied		16,000	16,000	4,000	36,000	15,000	10,000	10,000	1 out 6/74, 2 6/76
Instructional										
1 Student Services	48 wks		20,000	21,200	3,700	44,900	22,500	23,900	25,400	Main.
1 Community Ed	48 wks		18,000	19,000	3,200	40,200	20,200	----	----	Out 6/30/74
1 Staff Develop	48 wks		23,000	24,400	4,300	51,700	25,900	26,500	28,000	Main.
Research										
1 Chief Rsrch Inv	48 wks		20,000	21,200	3,700	44,900	22,500	23,900	25,400	Out 6/30/76
1 Research Assist	48 wks		15,000	15,900	2,800	33,700	16,800	17,800	18,900	Out 6/30/76
Clerical										
1 Research Sec	48 wks		6,500	6,900	1,200	14,600	7,300	7,700	8,200	Out 6/30/76
6 K-12 ClkTyp I+II	varied		45,000	48,000	1,500	94,500	50,800	53,800	38,000	
2 Acct. Clerks	50 wks		15,600	16,500	2,900	35,000	17,500	18,500	19,500	Out 6/30/76
1 Payroll Clk Sup	50 wks		8,160	8,500	1,500	18,160	9,000	9.500	10,000	Out 6/30/76
Personnel Hiring Ass't	varied	3,000				3,000				
SUBTOTAL			240,260	253,700	37,500	534,460	267,600	254,700	249,600	
9% Fringe--Salary			21,474	23,200	2,762	47,436	26,532	25,488	23,004	
Summer Workshops			75,000	50,000	50,000	175,000	-----	50,000	50,000	
Meetings and Planning			10,000	10,000	5,000	25,000	10,000	10,000	10,000	
Main Office Rental/Utilities			25,000	25,000		50,000	20,000	20,000	20,000	
Main Office Furn/Equipment			32,500	5,000		47,600	4,000	4,000	4,000	
Main Office Supplies		2,000	20,000	20,000		42,000	15,000	15,000	15,000	
Contracted Serv: Research			6,000	6,000		12,000	6,000	6,000	6,000	
Contracted Serv: Transportation			81,496	42,966	1,782	126,244	46,063	49,386	52,956	
Contracted Serv: Instruction			20,000	20,000		40,000	20,000	15,000	15,000	
Public Information			60,000	60,000	4,000	124,000	45,000	45,000	45,000	
Auto Mileage			2,000	2,000		4,000	2,000	2,000	2,000	
Telephone			3,000	2,000		5,000	2,000	2,000	2,000	
Travel			10,000	10,000		20,000	10,000	5,000	5,000	
Total K-12 Support Services		5,000	606,730	529,866	101,044	1,242,640	474,195	503,574	499,560	

SOUTHEAST ALTERNATIVES
Summary Budget

	I 6/1/71-6/30/71	II 7/1/71-6/30/72	III 7/1/72-6/30/73	IV 7/1/73-8/31/73	27-Month Total	V 9/1/73-6/30/74	VI 7/1/74-6/30/75	VII 7/1/75-6/30/76
Open School	94,629	83,821	88,617	15,478	282,545	93,849	99,408	100,844
Contemporary School	13,572	71,504	75,646	16,860	177,582	84,287	90,391	91,372
Continuous Progress	16,088	74,883	79,461	14,006	184,438	84,366	88,641	88,944
Overall Elementary		199,100	277,268	29,043	505,411	185,889	136,839	56,702
Free School		74,380	75,697	4,469	154,546	77,223	78,749	80,384
Marshall-University		513,650	502,734	17,331	1,033,715	374,264	266,642	142,968
K-12 Support Services	5,000	606,730	529,866	101,044	1,242,640	474,195	503,574	499,560
Total	$129,289	1,624,068	1,629,289	198,231	3,580,877	1,374,073	1,264,244	1,060,774
Minneapolis						10% 137,407	20% 252,848	30% 318,232
Federal Total						1,236,666	1,011,396	642,542

Staff Development

The Open School Summer program will consist of both teacher training and a pilot Open Summer School. Staff development provided by visiting consultants in developing the Open School concept will begin June 14 and run through July 16, 1971. During the last three weeks of this period a pilot Open School will be conducted for approximately 30 children during the morning with staff development continuing in the afternoons.

Staff development will concern itself with the role of the teacher in an Open School, the organization and development of interest centers, the role of the parent in the Open School, and scheduling, recording, and reporting pupil progress. A trip has been arranged to visit the Open School at Wilson Laboratory School in Mankato, Minnesota.

Learning materials will be used to provide a variety of learning experiences in the development of interest centers. Bus transportation will be provided for approximately 30 elementary students for 15 days.

Open School Pilot Summer Program

14 Teachers	@$125 per week (stipend) for two-week periods $198 per week ($6.60 per hour) for 6 hours per day for 3 weeks	$11,816
1 Secretary	@$75 per week ($15 per day stipend) for 5 weeks	375
6 Teacher Aides	@$50 per week ($10 per day stipend) for 5 weeks	1,500
1 Bus	@35.75 per day for 15 days	536
Consultants - Stipends		3,000
Dr. Kenneth Howey, University of Minnesota Walter Eyles, Highland Junior High, St. Paul Dr. Marion Hall, University of Minnesota Mary Jane Higley, Coordinator, Bethune School, Minneapolis Mary Lou Hartley, Open School Teacher, Kenwood, Minneapolis Dr. Don Glines, Mankato Wilson Laboratory School Robert Tomsich, Lincoln School, Staples Mrs. Palmer, Mankato Wilson, Laboratory School James Furmure, University of Minnesota Edward Reschavey, Gatewood School Warren Strandberg, New School Grand Forks George Schumather, St. Paul Academy Dr. Roger Johnson, University of Minnesota Dr. John Cogan, University of Minnesota Dr. Tom Post, University of Minnesota Dr. Alan Humphreys, University of Minnesota		
Professional Reading Materials @$25 per faculty member (15)		375
Transportation to Wilson School, Mankato		100
Office Supplies		200
Learning Materials		2.000
		$19,902

OPEN SCHOOL

Rehabilitation

R25098	Multi-Media Center	$ 3,590
R25093	Paint classrooms and halls	4,200
R25099	Upgrade lighting and add outlets in classrooms and halls on first and second floors	700
R25092	Area rugs for classrooms and halls	4,400
G205537	Carpet for hallway in basement	3,000
G205538	Carpet for media center	3,800
R19642	Basement revisions	4,400
R25095	Remove sections of carrels	750
		$24,840

The actual requisitions ready for processing through the Minneapolis Finance and Buildings and Grounds Departments are available. Rehabilitation estimates have been prepared by Buildings and Grounds and School Plant Planning personnel.

Furniture

The items listed below are for furnishing the Open School. The estimates have come from catalog sources approved by the Minneapolis Public Schools--St. Paul Book and Stationary, Adirondack, Fidelity, Institutional Sales, Inc., United Chemical and School Supply Co., and General Office Products. The prices quoted are catalog list prices, but usual school discounts will be applied.

Tables			
rectangular	36x72	12 @ $ 47.15	566.
	36x60	6 @ 42.75	256
round	36"	12 @ 36.20	434
	42"	10 @ 46.10	460
trapezoidal		30 @ 35.90	1077
drafting		2 @ 57.75	116
sink		4 @ 196.65	785
low rectangular		15 @ 48.00	720
low square		15 @ 32.00	480
			$4894

Chairs		
stools	4 @ 7.40	$ 30.
lounge		
foam	10 @ 65.00	650.
molded plastic	40 @ 17.00	680.
small foam	20 @ 65.00	1,300.
Bertoia	20 @ 24.00	480
	20 @ 22.00	440
hassocks	30 @ 32.00	960
floor pillows	30 @ 15.00	450
table 11"	30 @ 9.15	274
12"	30 @ 9.15	274
13"	30 @ 9.25	323
14"	35 @ 9.25	329
15"	35 @ 9.90	346
16"	35 @ 10.00	350
18"	70 @ 12.25	857
easel-chair	3 @ 22.00	66.00
		$7,809.00

Storage Cabinets			
individual drawers (student)	9 @	87 00	$ 783
tall shelf storage	5 @	219 00	1,100
four-tier	12 @	190.45	2,280
shallow drawer	1 @	138.00	138
audio-visual	2 @	121.00	243
workbench	22 @	150.00	300
overhead desk	4 @	55.00	220
filing cabinets			
4-drawer w/lock	1 @	69.00	69
3-drawer legal	4 @	50.00	200
2 drawer letter	8 @	45.00	551
library card file	1 @	285.00	285
desk organizors	20 @	9.50	190
			$ 6,359

Bookshelves			
double-faced			
3 starters		115.50	346
3 add-ons		99.00	297
single-faced			
6 starters		83.00	418
12 add-ons		66.00	792
supports	106 @	.65	69
filmstrip storage unit	4 @	6.00	24
display shelf	20 @	4.90	98
classroom bookshelves	30 @	34.25	1,027
			$3,071

"SHO WALL"			
4'6"x4'4"	20 @	115	$2,300
4'6"x4'4"	15 @	80	1,200
7'x8'4"	6 @	140	840
shelving	80 @	14	1,120
lighting and wiring	12 @	31	372
			$5,832

Carrels		
single	25 @ 82.50	$2,062
add-on	45 @ 63.50	$2,857
		$4,919

Portable Stage
for Little Theater in Media Center

4'x8' 8" hi	8 @ 103	824
platform caddy	1 @ 82	82
		$906

Mini-Cells
small individual study cells, more private than carrels 18 @ 185 (built locally) $3,330

Window Treatment
all classrooms, offices, media center $6,000

Lamps

floor	15 @ 65.00	975.
table	20 @ 50.00	1,000.
drafting	2 @ 32.45	65.
display	10 @ 36.00	360.
wall hung	10 @ 45.00	450.
plant-heat	12 @ 30.00	360.
		$3,710.

Artifacts
reproductions of paintings, sculpture, American Indian pottery, beadwork, historical tools, utensils, lanterns, $1,000

Plants/Pots

pots	6 @ 30.00	$180
	5 @ 35.00	175
plants		300
		$655

TOTAL: $48,470

CONTEMPORARY SCHOOL

Rehabilitation

R19640	Changes necessary for multi-media center	$ 6,780
G205536	Carpeting for rooms 106 and 107	$ 2,700
R 19641	Put openings between following rooms: 207 and 206, 204 and 205, 202 and 203	$ 2,675
TOTAL		$12,155

The actual requisitions ready for processing through the Minneapolis Finance and Buildings and Grounds Departments are available. Rehabilitation estimates have been prepared by Buildings and Grounds and School Plant Planning personnel.

CONTINUOUS PROGRESS

Summer Staff Development

For the initiation of the Continuous Progress Intermediate Program at Motley School, a two-week summer staff development program will be held from June 14 through June 25, a period of ten days. The purpose of the staff development will be to work on team teaching techniques, plan curriculum, program interest groups and student scheduling. Faculty on the teacher's salary schedule will be paid on the stipend basis of $125 per five-day week.

June 14 - 25	
8 teachers	$2,000
8 aides	800
1 coordinator	250
1 school social worker	250
1 counselor	250
1 multi-media specialist	250
1 multi-media aide	100
1 multi-media clerk	150
	$4,050

Rehabilitation of Pratt Primary

Requisition Number	R-10369	Create new learning center in main hallway--partitions	$1,515
	R-10370	carpeting, hallway centers, and room 205	1,536
	TOTAL		$3,051

Rehabilitation of Motley Intermediate

Hall outside 206 converted to learning area:		
R 10364	Relocate light switches	$ 300
R 10362	Furnish, install carpeting	600
R10363	Install partition, door, mesh	200
G 278588	Rosemount partition, door	250
R 10361	Change doorway to 206	800
Hall outside 207 converted to interest center:		
R10357	Furnish, install carpeting	600
R 10356	Install partition, door, mesh	200
G 287585	Rosemount partition, door	250
Cloakrooms adapted to learning centers for option groups:		
R 10368	Upgrade lighting--9 cloakrooms and 2 small backstage rooms	3,000
Convert storage area, first floor, to learning center:		
R 10360	Cut doorway	450

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Auxiliary room off 102 converted to science-art resource room:	
R 10349	$ 400
G 387582	220
Convert two small backstage rooms to learning centers:	
R 10354 Accoustical tile and chalkboard in each room	300
TOTAL	$7,570

OVERALL ELEMENTARY

Pyramid Reading Program

A consultant team, directed by Dr. John Manning will conduct a clinical inservice course in reading instruction for teachers and aides in the Southeast Alternatives elementary schools for six weeks in Summer, 1972.

The course will be in session from June 19 to July 28, 1972 from 1:00 to 3:30 in the afternoon. Teacher aides will be involved in the workshop for the first three weeks on a full-time basis. Aides will be involved with working with reading materials in the morning and participating with the workshop in the afternoon.

The consultant team will teach, demonstrate with children, and guide teachers in production of materials for use in their own classrooms. An abundance of materials (ditto paper, tagboard, yarn, marking pencil, foil, embossed paper, etc.) will provide the raw materials for the production of reading games and activities.

40 teachers @ $15 stipend per half day for 6 weeks	18,000
35 teacher aides @ $25 stipend per day for 3 weeks	13,125
1 director, Dr. John Manning	3,000
1 assistant director, Alberta Brown	1,800
1 assistant	1,000
1 elementary clerk @ $589 per month for 2 months	1,178
Instructional materials @ $7.50 per pupil for 1,200 students	9,000
	$47,103

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School Year 1972-73

A reading materials production team will be engaged in producing reading games and activities for 18 Saturdays during the school year 1972-73.

In the spring of 1973 Dr. John Manning will conduct two reading workshops for 40 primary and intermediate teachers for a total of 12 late afternoon work sessions. During these sessions, reading games and activities developed by the reading production team will be shared with the teachers. Another follow-up will be planned for the 1973-74 academic year.

Production Materials Team

4 teachers	@ $6.85 per hour, four hours per Sat., 18 Sat. plus 9% fringe ($120 per Saturday)	$2,160
1 Secretary	@ $5.27 per hour (overtime) four hours per Sat., 18 Sat., 9% fringe ($23 per Saturday)	414
Materials	$20 per Saturday, 18 Saturdays	360
		$2,934

Late Afternoon Spring Reading Workshops

1 director, Dr. John Manning $100/session, 12 sessions	$1,200
Primary Reading Workshops (6 sessions)	
20 teachers @ $10 stipend per session, 6 sessions	1,200
Materials @ $15 per teacher, 20 teachers	300
	$2,700

Intermediate Reading Workshop (6 sessions)

20 teachers @ $10 stipend per session 6 sessions	1,200
Materials @ $15 per teacher, 20 teachers	300
	$1,500

TOTAL: $7,134

Learning Materials

Learning Materials is a category in the Minneapolis Schools open ordering budget including supplies, textbook and text-related materials, audio-visual materials and equipment. Each school is given a total sum and may use its discretion in ordering from the Board of Education approved learning materials lists. From Minneapolis in 1971 elementary schools received approximately $22 per student for 1,200 students or $26,400. Learning materials selected, as at the secondary level, will be from approved lists and/or approved procedures as specified in the budget introduction section. A federal per pupil expenditure of $66 per student is budgeted for 1971-72 and 1972-73, $44 in 1973-74 and 1974-75, and $22 in 1975-76. Elementary equipment purchases over $200 are herewith listed:

Film Projector Viewer, Cassette Model, Dukane 28A 3 @ $230	$690
Graphlex Insta-load Movie Projector 16 #1115, catalog #271 4 @ $550	550
Wollensak #2559 Cassette Recorder 1 @ $225	225
Hoffman Reading Machine 2 @ $389	778
Tachomatic (Psychatecnics, Inc) 5 @ $365	1,825
Audio Track Instructional Center 1 @ $239	239
SRA Language Master 4 @ $225	900
Sony Video Tape System 1 @ $1,855	1,855
Kodak Carousel 2 @ $214,50	429
Bolex Camera 155 Microzoom 1 @ $300	300
Jumbo Dry Mount Press with tacking iron (Mpls. list) 1 @ $200	200
Dukane Cassette AV-Matic Viewer 1 @ $235	235
Piano 1 @ $545	545
	$8,771

FREE SCHOOL

Staff Development: Planning

Just as soon as the Free School teacher-coordinator and teachers are selected in June, the provision is made to have them plan with students and parents this summer the program to be implemented in September. The faculty members will be paid at the $125 a week basis for eight weeks or $2,000 and $2,000 will be available to hire parents, students, or other adults as planners. An additional amount has been allocated for staff and curriculum development work during each academic year with the realization that curriculum needs of individual students will vary greatly and that student-faculty-parent planning time will be needed. Since the school's enrollment will also probably increase three-fold starting September, 1972, planning time will be essential as the Free School program develops.

Learning Materials

Through an open budget the Free School would be able to purchase supplies, learning materials, old furniture and minor equipment items under $200 each during its initial year of operation. Since there is no stockpile of curriculum and since the school is for a full age range of children it is projected that this budget must be considerably above a normal allotment. In subsequent years, starting 1972-73, the Minneapolis schools will allocate their normal expenditure per pupil for this category, but it is also anticipated that the school's enrollment will increase significantly from 50-70 in 1971-72 to 150-200 from 1972-73 on. Due to the individualization of instruction and the flexibility inherent in the Free School's curriculum offerings, there should be an expanded learning materials budget and for this purpose $50 per year per 200 pupils has been set aside for 1972-76 school years.

Rental Space

No site has yet been selected in Southeast Minneapolis. Major criteria for selectionare accessibility to public transportation, fire safety, building security, outside play area, inside play area, toilets and limited parking for staff. A lease arrangement through August, 1973 is sought with all utilities--including janitorial service--included, except telephone. Since it is projected that the school will expand from 50-70 students in 1971-72 to 150-200 in 1972-73 on, space with expansion capacity or a new rental space will be needed. Approximately 4,000 square feet at $4.00 is sought for the first year of operation with consideration to be given to space expansion in subsequent years to 8,000 square feet at $5.00 square foot, including utilities, starting 1972-73. Leasing arrangements would be conducted through the cooperation of the Minneapolis Public Schools and with the appropriate information conveyed to the Office of Education.

Telephone

It is assumed that utilities will be part of a rental agreement to be negotiated, with the exception of telephone service.

MARSHALL-UNIVERSITY

Learning Sites Conference

To initiate the plan to develop additional teaching stations outside of regular Minneapolis Public Schools buildings, a working conference will be held during the 1971-72 school year to which will be invited Twin Cities area personnel interested in establishing a working relationship with Marshall-University in the development of educational experiences. The model developed by Philadelphia's Parkway Project and Chicago's Metro High School will serve as illustrations of this Minneapolis effort. Expenses such as speakers' fees, brochures, and conference facilities, will be charged to this budget.

Parents-Students-Faculty Conferences

In the attempt to breakdown the formality and impersonal nature of school life, a wide variety of informal gatherings of school personnel, students and parents will be planned. Multi-racial weekend retreats at YMCA camp facilities two years ago contributed to improved human relations. Teacher-counselors will help plan these activities which could range from weekend retreats to course and school evaluation sessions, to subject area symposiums, to mini-courses on drugs and other community common concerns during times within the regular program of school activities. Expenses such as speakers' fees, brochures, facilities, food, and reading materials would be charged to this account.

LEARNING MATERIALS

Learning materials is a category in the Minneapolis Schools open ordering budget including supplies, textbook and text-related materials, audio-visual materials and equipment. Each school is given a total sum and may use its discretion in ordering from the Board of Education approved learning materials lists. From Minneapolis in 1971 Marshall-University was given approximately $40 per secondary student for 1,300 students or $52,000 in 1971. Learning materials selected will be from approved lists and/or approved procedures. A federal per pupil expenditure of $40 per student is budgeted for 1971-72 and 1972-73, $30 in 1973-74 and 1974-75, and $20 in 1975-76.

Secondary school equipment purchases over $200:

3M 400B Reader Printer with Fiche kit and key lock	$1,450
Putney Synthesizer VCS3 ($1,395) and Keyboard (KB3775)	1,945
Swest, Vac-U-Cast casting machine (Southwest Smelting and Refining Co., Inc., Dallas Texas)	350
1115 Friden Calculators with Noxictube 5 @ $345	1,725
	$5,470

Learning Site Development

This specific account similar to federal experimental schools planning grants will be used to develop out-of-school classes and courses for secondary school students in cooperation with other agencies, institutions and organizations concerned with expanding the learning opportunities of youth. Minneapolis has pioneered in having school personnel develop classes and courses with non-school personnel in such programs as Urban Arts, Work Experience Programs, Camp Tamarac, Vocational High School, the community school program. Under the terms of this account, Marshall-University faculty will be able to develop courses with interested educational groups that expand the curriculum of the school. Interested groups, to be eligible to participate, must be willing to enter into an ongoing relationship and to contribute some of their own human and/or financial resources to make these joint efforts possible. Small grants will be made by the director of Southeast Alternatives based on an evaluation of proposals to be requested of interested parties. This fund could be used to support the development of the interdisciplinary arts program proposal suggested by the Minneapolis Institute of Arts recently. Under this proposal the Institute would orient school faculty in the resources of the Institute and would then jointly develop learning packages using a variety of media for an ongoing class of thiry-five Marshall-University students quarterly using both the facilities of Marshall-University as well as the varied studios and study areas of the Institute itself. Long-range programmic relationship to extend the school's diversified curriculum is sought under this account. Based on the success of the Philadelphia Parkway Project and Chicago's Metro High School, this promising practice should excite the talents of the public schools' teaching faculty to formulate even more relevant curriculum opportunities on community learning sites with students earning full credits for approved courses. Staff and curriculum development projects will be granted through this account with a limited amount available for learning materials.

Summer Planning

A limited amount is requested to support, through curriculum development at $6.60 per hour, this summer's development of interdisciplinary courses by ten faculty members as well as to finance a principal's group of faculty and some students, and community parents to plan the August orientation for faculty and the September opening of school for students. Minneapolis faculty will be paid at the regular stipend daily rate for planning services rendered. A limit of $15,000 will be used for these purposes and includes the proposal writing and organization of the training of secondary school faculty in small group counseling.

Rehabilitation

The rehabilitation of a room next the present AV Center and IMC, and the installation of carpeting in a section of an adjoining resource center to be used for visitor viewing of classrooms on CCTV are the two uses of the rehabilitation funds. The first room will be used as a teacher and student production center, as a learning site for creation of materials and as a place to gain knowledge of AV techniques (including the planned TV system).

Small room adjacent to present AV center and Library as Teacher/Student Production Center:

wiring	$1,200
soundproofing	400
drapery, 70 sq yd @ 10.15	800
70 sq yd of carpet @ 10.15	710
English/Social Studies Resource Center (325)	
150 sq yds carpeting @ 10.15	1,530
4 dividers @ $240	960
	$5,600

Teacher-Student Production Center Equipment	
Opaque Projector Squibb Taylor Spotlight TS-7	530
Transparency Maker 3M Model 45 - Secretary	350
Security Cabinet	500
Other equipment and audio-visual production materials will be drawn from approved Mpls lists.	3,120
	$4,500

K-12 SUPPORT SERVICES

Summer Workshops

Late August workshops for faculty and staff are planned as the prelude of each year's September-June school year. Minneapolis Public Schools stipend rates will be used unless specific curriculum development projects are included which would necessitate the standard hourly rate. Since these workshopsare not mandatory and since the workshops are for faculties and staff (supportive personnel, teacher aides, counselors, etc.) approximations are made within which principals and faculties will develop specific inservice activities and orientations to new procedures and courses. Some 225 faculty and staff could be involved as well as parents, students, consultants, and other adults as appropriate by local schools. For a 10-day workshop the $125 weekly stipend will apply normally for faculty participating or $56,250. $18,750 is reserved for other purposes to include additional planning time during the school year for 1972 summer staff and curriculum leadership training not available due to the lateness of Spring federal funding. In subsequent years $50,000 will be available for summer workshops and workshop related expenses.

Meetings and Planning

Meetings and activities that have to be conducted on weekends, vacation periods or during the regular school day (necessitating substitute service for particular faculty), mean that a small account be used for these K-12 planning, coordinating, and evaluation purposes on payment schedules regularly established by the Minneapolis Public Schools. This account will be administered by the director of Southeast Alternatives.

Main Office Rental/Utilities

Office space is needed on a turnkey basis for approximately twenty persons (three parent aides, seven clerical employees and ten professionals including the research team). Space is also needed for a visitors and community gathering area for 40-50 people. It is estimated that 2,500 square feet will be needed for offices and 1,000 square feet for conference space or a total of 3,500 square feet at $5.00/square foot. A long term lease will be sought and $25,000 per year through August, 1973 is requested for rental space with utilities, janitorial service and some parking included but excluding telephones. Modest quarters are desired in Southeast Minneapolis which is noted for limited available office space and inadequate parking.

Main Office Furniture and Equipment, Related Information*

Furniture and equipment for the main office includes necessary items for 20 staff people as well as tables, chairs, and equipment for handling visitors. We will rely heavily on visual presentations for general orientation and it is necessary to have the equipment to be able to do this. Submitted items are a bare minimum, there is no stock of furniture and equipment to draw from so they must be purchased.

* All items from Minneapolis equipment list unless specified. Black is the preferred color on all furniture, files, etc., with mahogany-colored wood and compatibly colored chairs and dividers. Yellow is second choice. All materials to be assembled and delivered to site.

No.	Item	Description	Unit Price	Total
12	Desks*	double pedestal	130.75	1569.00
7	Desks*	secretary w/typing platform	154.00	1078.00
16	File cabinets*	4 dr. letter	48.41	774.56
2	File cabinets*	4 dr. legal	57.42	114.84
1	File cabinets*	4 dr. letter - top drawer to be for 4x6 card file	69.00	69.00
10	Locks	for 10 of file cabinets above	12.60	126.00
7	Chairs*	Secretary-Posture	26.90	188.30
12	Chairs*	Swivel-vinyl/seats	36.80	441.60
19	Chairs*	Conference - solid plastic - mahogany color	10.37	197.03
21	Chairs*	Conference - assorted colors	10.37	217.77
38	Bookcases*	4-shelves	35.00	1330.00
4	Wardrobe combos.*	18" x 78" x 36" - RC5 72" high	56.80	227.20
2	Portable chalkboards	42 x 60 on casters (St. Paul Book)	75.20	150.40
8	Counter high cabinets*	18 D x 36 W x 42 H	40.80	163.20
3	Fans	Pedestal-floor (est.)	30.00	90.00
2	Tables	36" x 72" conference - mahogany color	49.25	98.50
10	Rugs	Area 9' x 12' - ($7 per sq. yd.)	84.00	840.00
8	Tables	Trapezoidal 30 x 30 x 30 x 60	38.70	309.60
16	Conwed Landscape Partitions	48 7/8 x 72	128.88	2062.08
16	Conwed Landscape Partitions - cork on 1 side	48 7/8 x 72	131.10	2097.60
16	Conwed Landscape Partitions	5 x 6 - 63913 curved	221.00	3536.00
48 sets	Legs for above	2 direction free standing leg	38.88 set	1866.24
7	Typewriters	IBM Selectric	370.00	2590.00
1	Calculator	Friden STW10	800.00	800.00
1	Ditto machine with base	Electric	285.00	285.00
1	Mimeo	Electric	440.00	440.00
1	AB Dick	2000 Copier	50.00 per month (Lease for 60 months)	3000.00
1	Thermofax copier	3M - Model 45	379.00	379.00
3	Tape recorders	Norelco 175	45.00	135.00
1	Adding machine	10 key	118.50	118.50
1	Stenorette	Executmatic from H.C. Strom, 1948 University Avenue, St. Paul, Minnesota	279.50	279.50
1	500W Slide projector	2.36	125.00	125.00
1	Filmstrip adapter for above	2.374	35.00	35.00
1	Screen	Silverlenticular 9.522 60" x 60"	74.00	74.00
1	Movie camera	Reflex viewfinder power zoom 1.63	130.00	130.00
1	Opaque projector	2.41 Opaque Projector	285.00	285.00
1	Overhead projector	2.51 Overhead Projector	100.00	100.00

No.	Item	Description	Unit Price	Total
1	Roll attachment for above	2.511	10.00	10.00
5	Rolls of plastic material for above	2.512	4.00	20.00
1	Dustcover for above	2.513	2.00	2.00
3	Electric wall clocks	Telechron	20.95	62.85
1	Lectern	AC operated 3.20	25.00	25.00
1	Projector	16mm stop action	800.00	800.00
1	Projector	Super 8mm 2.68	300.00	300.00
3	Projector carts	18 x 24 x 34 H	18.20	54.60
1	Single lens reflex camera (for slides)	1.22	195.00	195.00
12	Shades	Room darkening (Sears)	10.00	120.00
			Equipment	$ 10,365.45
			Furniture	17,546.92
			Sub T	27,912.37
			Misc. Equipt.	200.00
			Misc. Service	187.63
			Misc. Furn.	200.00
2	Maintenance and Service Contracts		2000.00	4,000.00
			TOTAL	$ 32,500.00

Main Office Supplies

This is an estimate only for twenty persons for all office supplies during each twelve month period.

Contracted Services: Research

The Research Division of the Minneapolis Public Schools has adapted the policy of contracting research and evaluation studies to outside agencies for several reasons. With only three full-time staff members, the Research Division itself is too small to conduct all necessary research studies. As of May 28, 1971, the Research Division was directly responsible for sixty-four studies. Thirty of these studies were for Title I projects and thirty-four were locally funded projects or projects funded by other federal sources. In addition, the Research Division coordinates studies conducted in the Minneapolis Public Schools by students and faculty members of colleges or universities. As of May 28, 1971, there were 76 such studies. Contracting with outside agencies insures adequate attention to studies to which research staff could not devote appropriate time and personnel.

Even if the Research Division staff were augmented, it would be desirable to contract certain studies. Evaluators outside the school system provide a high degree of objectivity and offer new ideas and viewpoints to the school system. Research efforts will be coordinated with those of the Office of Education and it is understood that the research component of the Office of Education will be used to train local faculties in research techniques.

Contracted Services: Transportation

The transportation plan for the elementary options will be as follows:

1.	Contract 4 - 66 passenger buses	180 days	@ $35.75 per day	$25,740
2.	Purchase 2 - 72 passenger buses		@ $10,500.00	21,000
3.	Purchase 2 - 10 passenger mini buses		@ $4,500.00	9,000
4.	Hire 2 bus drivers full time	180 days	@ $6,682.40 per driver per year with 9% fringe benefits	14,568
5.	6 - 3 hour bus aides		@ $2.00 per hour	6,480
6.	Maintenance of 4 vehicles - 50 miles per day average each, 200 miles per day total, 25 cents per mile, gas, oil, repairs, maintenance, garaging - 180 days			9,000
				85,787
7.	Overhead or contingency 10 per cent			8,578
				94,366
	Two contract buses to be provided out of local funds - these had been planned for under pairing program involving Pratt-Motley Schools			-12,870
			7/1/71-6/30/72 First year Total	$81,496

1. An estimated 400 children will be moving outside their regular elementary school district to take part in the options provided. This will necessitate the use of a minimum of six 66 passenger buses for this transportation.

2,4. These buses would be used for morning in-run, kindergarten out at noon, kindergarten in at noon, afternoon out from all buildings, and a late bus for extended day participants and other late leavers. During the day, the drivers and buses will be scheduled for elementary and secondary field trips; for movement of students to in-community learning sites such as the Walker Art Center, Minneapolis Institute of Arts, Minnesota Dance Company, etc., to allow for mobility of student groups between components of S.E.A., and to transport Southeast Alternatives visitors on guided tours.

3. The mini-buses would be used in the same manner as listed under 2, but with smaller groups of children. They would also be used to transport materials and supplies within the S.E.A. area. Drivers would be staff members certified with bus driver (if children involved) or chauffeur licenses.

5. The bus aides would be used in the initial stages of the project to reassure parents of the younger children that it is safe to transport children out of their school district. They would be phased out as soon as possible, no later than June, 1972.

TRANSPORTATION BUDGET BREAKDOWN

	6/1/71-6/30/71	II 7/1/71-6/30/72	III 7/1/72-6/30/73	IV 7/1/73-8/31/73	V 9/1/73-6/30/74	VI 7/1/74-6/30/75	VII 7/1/75-6/30/76
Contract buses (2) (180 days) (8% increase each year)	-	12,870	13,899	-	15,012	16,211	17,508
Purchased buses (2)		21,000	-	-	-	-	-
Purchase Mini-buses (2)		9,000	-	-	-	-	-
Drivers (2) (180 days) (6% increase each year)		14,568	15,441	-	16,367	17,349	18,390
Aides (6) (3 hour/day)		6,480	-	-	-	-	-
Maintenance (8% increase each year)		9,000	9,720	1,620	10,497	11,337	12,244
Overhead or Contingency 10%		8,578	3,906	162	4,187	4,489	4,814
		81,496	42,966	1,782	46,063	49,386	52,956

Contracted Services: Instruction

This account will be used to pay for consultative services for experts including parents and students for varied aspects of the K-12 curriculum program beyond those specifically cited such as the small counseling groups and the Pyramid Reading Program. Fees will also be charged to this account for services rendered for inservice faculty and staff training programs to be carried out during faculty released time by the Minneapolis Schools.

Minneapolis Public Information Budget, Related Information

The Southeast Alternatives Program will employ a teacher on special assignment of Public Information to perform three main functions:

a) to handle arrangements for visitors, schedules and programs and
b) to coordinate dissemination of information, including publications, slide tape shows, news releases, and journal articles and
c) to coordinate publication of evaluation findings in laymens language, in cooperation with the evaluation staff.

This teacher on special assignment will also handle parent and Southeast community information via publication of a monthly newsletter. He will rely, in large part, on talent available within the Marshall-University community for assistance in lay-out, photography and other endeavors related to publications.

It is assumed that the SEA proposal will be printed by the Government Printing Office and be available at cost, so no budget item for this important matter is included.

An area will be set aside in the main SEA office as well as in each school for closed circuit TV viewing. Visitors will receive orientation with visual presentations at the main office and then proceed to visit schools as desired. They will be able to monitor classrooms from a viewing area. In the Marshall building, this would be a portion of the English/Social Studies Resource Center. The budget breakdowns are $51,500 for publications, and $82,500 for TV viewing equipment in all schools, for a total of $124,000 for the 27 month period. Detailed budget figures are shown.

The equipment list is based on the premise that a portable system of video viewing of classroom activity would be the most economical considering the problems involved in wiring old buildings like the Southeast schools. It will also be the most versatile and flexible as far as the viewing of a maximum number of classrooms is concerned.

Minneapolis Public Information Budget 27 Months	$134,000
Publications	51,500
Equipment for TV viewing in all schools	72,500
	$124,000

Publications

1	Introductory brochure - 10,000 copies @ $1.00	10,000
1	Slide tape show - production and supplies	1,500
1	18 months brochure - 10,000 copies @ $1.50	15,000
10	Evaluation reports @ $500	5,000
	Community Newsletters	20,000
		$51,500

Equipment for TV viewing in all schools

EQUIPMENT* SEA PUBLIC INFORMATION

Two (2)	Color decks VTR 1000	950.00 each	1900.00
Two (2)	Color monitors MR 2000	475.00 each	950.00
	(For recording off air and replay)		
	(Timer to use for off air recording)		
Three (3)	Battery portables AV 3400's	1495.00 each	4485.00
	Sony Videocover (Battery Pack extra)		
Twenty (20)	Cameras 3200 DX ensembles	695.00 each	13900.00
Fifteen (15)	Video decks AV 3600	695.00 each	10425.00
Eighteen (18)	Monitors (large screen)	300.00 each	5400.00
Four (4)	Monitors (small screen)	230.00 each	920.00
Two (2)	Video decks (editing) AV3650	995.00 each	1990.00

*All prices are from Sony and Concord catalogues and would be subject to usual school discounts

Twenty (20)	Carts for above equipment	20.00 each		400.00
One (1)	SEG-1 Special Effects Generator	595.00 each		595.00
Five (5)	Mike mixers MX300	55.00 each		275.00
Ten (10)	Camera ext. cables CCF 10's	10.00 each		100.00
Ten (10)	Mike ext. cords EC 10m	5.00 each		50.00
Ten (10)	Setchell Carlson Playback Cables	15.00 each		150.00
Five (5)	Switches VCS 31	45.00 each		225.00
One (1)	Sound mixer Sony	270.00 each		270.00
Parts, misc., etc.	Coax Cable Audio 1000' - Visual 1000'			1000.00
Contracted maintenance services				16000.00
	Tape $ 9.00 15 min. - 1000 (Chroma 10b or		reels	13000.00
	13.50 30 min. - 250 Scotch High Energy)			
	23.00 60 min. - 100			
Two (2)	Storage Rack Cabinets (Video and Audio tapes)	375.00 each		750.00
Ten (10)	Extra mikes F-98	13.50 each		135.00
Five (5)	Mike Pre-amps	10.00 each		50.00
Five (5)	Tripod dolly	150.00 each		750.00
Two (2)	Audio decks Ampex AG500	1294.00 each		2588.00
	3 3/4 / 7 1/2 Mod 401004807			
Two (2)	Speaker - amps Mod. 622	189.50 each		379.00
One (1)	Mixer MX10	395.00 each		395.00
Two (2)	Mikes - Electro-Voice 635A	82.00 each		164.00
Two (2)	Mike stands MC10C	10.00 each		20.00
One (1)	Mike boom BS37	150.00 each		300.00
One (1)	Audio deck AG600	1010.00 each		1010.00
One (1)	Speaker amp. Mod 622	189.00 each		189.00
	Cassette recorders	25.00 - 75.00		200.00
	Players only/Player-recorders			
	Cassette deck for reproduction	200.00 each		200.00
	Tapes - reel to reel 200 - 30 min a 7 1/2			
	200 - 15 min a 7 1/2			
(500)	Cassette tape cartridges	2.00 each		1000.00
	Sparta console	1500.00		1500.00
	2 turntables			
Five (5)	Security locked storage cabinets	167.00		835.00
				$82,500.00
				10,000.00 (discount)
				$72,500.00

Auto Mileage

At the discretion of the director, as with other federal projects, mileage allowances will be determined according to the Minneapolis Public School rate on officially designated business.

Telephone

A lease agreement for main office space will normally exclude telephone installation and yearly service. Such charges will be made to this account.